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ABSTRACT

This guide, one of a series in the Quinmester Program, is intended to aid teachers in grades ten through twelve as they teach students to explore the total effects of industrialization. The elective course encompasses the growth and expansion of American technology, taking into account the role of the government and labor, and the benefits and disadvantages of rapid growth and the resulting change on the quality of life in America. Emphasis is upon students describing the resources needed for and identifying the influence of big business upon industrialization, recognizing problems of the growth of industry, and proposing reforms to correct problems of industrialization today. The guide, arranged as other Quinmester units, is divided into broad goals, a course content, and activities, and materials section. (SJM)

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AUTHORIZED COURSE OF INSTRUCTION FOR THE QUINMESTER PROGRAM

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Social Studies: Industrial America
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DADE COUNTY PUBLIC SCHOOLS
DIVISION OF INSTRUCTION • 1971

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SOCIAL STUDIES

INDUSTRIAL AMERICA

6416.13
6448.37

by

H. FOLMAR HAM

for the

Division of Instruction
Dade County Public Schools
Miami, Florida
1971

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INTRODUCTION

This course of study was written as a part of a total effort to revise curriculum to fit the quinmester administrative organization of schools. The materials and information in this guide are meant to be neither all-inclusive nor prescriptive; but rather, an aide to teachers as they plan instructional programs, taking into account student needs and characteristics, available resources, and other factors.

The major intent of this publication is to provide a broad framework of goals and objectives, content, teaching strategies, class activities, and materials all related to a described course of study. Teachers may then accept the model framework in total or draw ideas from it to incorporate into their lessons.

The guide is divided into 1) a broad goals section, 2) a content outline, 3) objectives and learning activities, and 4) materials. The first section provides descriptive and goal-oriented information for the teacher; "indicators of success" refers to suggested prerequisite or corequisite experiences. The content outline illustrates, in general terms, the scope and major subdivisions of the course. The objectives and learning activities section, hopefully, provides a total picture of the concept or main idea and specific behavioral objectives for a set of given learning activities. The materials section of the guide lists resources in four categories: essential textual or other material; alternate classroom materials to use in place of or in addition to the aforementioned; supplementary teacher resources; and supplementary student resources. The appendix may include other material appropriate for a specific course: e.g., pretests, readings, vocabulary, etc.

Anyone having recommendations relating to this publication is urged to write them down and send to : Social Studies Office, Room 306, Lindsey Hopkins, A-1.

James A. Fleming
Social Studies Consultant

COURSE DESCRIPTION: ENCOMPASSES THE GROWTH AND EXPANSION OF AMERICAN TECHNOLOGY, THE ROLE OF GOVERNMENT, THE PLACE OF THE WORKING MAN, AND THE EFFECTS (BENEFITS AND HAZARDS) OF OUR RAPID TECHNOLOGICAL GROWTH ON THE QUALITY OF LIFE IN AMERICA.

CLUSTER: AMERICAN STUDIES

GRADE LEVEL: 10-12

COURSE STATUS: ELECTIVE

COURSE RATIONALE: In the process of becoming the greatest industrial nation in the world, changes took place so rapidly that the American people had to drastically adapt themselves to a new way of life. Urban areas became crowded and unsanitary. Factories became dangerous, unhealthy places where people worked long hours for meager wages. Unfair business practices exploited natural and human resources and harmed small businessmen. The purpose of this unit is to explore the effects of the total situation.

COURSE GOALS:

1. THE STUDENT WILL DESCRIBE THE RESOURCES NECESSARY FOR THE GROWTH OF INDUSTRY.
2. THE STUDENT WILL IDENTIFY THE INFLUENCE OF BIG BUSINESS UPON THE GROWTH OF INDUSTRY.
3. THE STUDENT WILL CITE EXAMPLES OF PROBLEMS ASSOCIATED WITH THE GROWTH OF INDUSTRY.
4. THE STUDENT WILL RELATE THE SOCIAL EFFECTS OF INDUSTRIALIZATION TO CONDITIONS IN AMERICA TODAY.
5. THE STUDENT WILL PROPOSE REFORMS TO CORRECT SELECTED PROBLEMS OF INDUSTRIALIZATION.

COURSE OUTLINE:

I. Contribution of geographic and economic conditions to industrialization

A. Natural resources

B. Human resources

C. Capital

D. New inventions

E. Transportation and communication

II. Growth of big business

A. Types of business organizations

B. Methods for improving production

C. Free enterprise

1. Competitive market
2. Interdependence of production

D. Government's "laissez-faire" attitude

1. Intense business competition
2. Price cutting and monopoly development

E. Government's tariff policies

III. Problems of industrial expansion

A. Labor

B. Waste of natural resources

C. Price fixing, stock fraud, trusts

D. Periodic depressions

E. Money, credit, and banking

F. The farmer

IV. Social effects of industrialization

A. Rise of cities

B. Benefits to inhabitants

C. Problems of urbanization

D. Influence of immigrants

V. Need for reforms

A. Big business

B. Agriculture and the farmer

C. Labor and urban society

Utility of:
1. imigration policies
2. improved working conditions
3. child labor laws
4. civil service reforms
5. health and housing reforms

D. Early reform efforts in America

1. Writers advocating reform
2. Crusaders working for reforms

E. Later reform efforts in America

GOAL 1: THE STUDENT WILL IDENTIFY THE RESOURCES NECESSARY FOR THE GROWTH OF INDUSTRY.

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
NATURAL RESOURCES	A. The student will identify the abundance and variety of natural resources necessary for economic growth.	1. Have students make a pictorial map of the United States locating the natural resources which have made this country a great industrial nation. (See pages 372-3 of State adopted text - HISTORY: USA.) 2. Organize a committee to collect data to support the statement, "Our nation's natural resources contributed to our historical development." Use the following chart in collecting the data:

RESCOURCES	WHERE FOUND	HOW IT HELPED OUR DEVELOPMENT	PRESENT AVAILABILITY OR SUBSTITUTE	CURRENT USE
fertile soil				
grazing land				
forests				
coal				
iron ore				
copper				
gold				
silver				
petroleum				

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
NATURAL RESOURCES	A. (cont.)	3. Have students write an essay on one of the following topics: a. Influence of natural resources on the power and prestige of the United States. b. Rise of the conservation movement 4. Plan an exhibit of types of natural resources. In some instances you will need to use pictures; in other cases, a variety of samples of the resources. The following is an easily organized classification: a. Inexhaustible natural resources (air and sunlight) b. Inexhaustible and exhaustible resources (water, which is exhaustible locally) c. Exhaustible resources (minerals and oil or gas, because of slow formation) d. Exhaustible but renewable resources (trees, wildlife) Copy or collect charts and graphs already prepared to show the present supply of several of these resources in the United States. Show by diagrams or grapns the rate at which these resources are being used. 5. Secure clippings in the form of newspaper or magazine articles, editorials, cartoons, and other illustrative materials dealing with natural resources for the bulletin board.

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
NATURAL RESOURCES	A. (cont.)	6. Discussion questions: a. How have natural resources influenced the progress of the United States? b. Why have we become increasingly dependent upon natural resources? c. In what ways have our natural resources been wasted? Why were our forefathers indifferent about the waste of natural resources? d. Explain how the following inventions have influenced the use of natural resources: steam engine, dynamo, automobile, airplane, water turbine. e. What are our most important resources from the standpoint of national defense?
HUMAN RESOURCES	B. The student will describe energetic human resources.	1. Read the biography of some famous American industrialist who rose to a position of honor and influence. Explain to the class how that person made America a better country. 2. Write a biographical sketch of some outstanding American. For information consult Dictionary of American Biography or other biographical sources. 3. Have several members of the class consult The Great Quotations (by Seldes), and Familiar Quotations (by Bartlett) to compile a list of quotations by Vanderbilt, Carnegie, Rockefeller, J. P. Morgan, and other business leaders. The more interesting quotes can then be read aloud. 4. Choose one of the famous industrialists, financiers, or labor leaders and prepare a report on how he achieved success, his contributions to American society, his reputation at the time he lived, and his reputation today.

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
HUMAN RESOURCES	B. (cont.)	5. Show the film, Henry Ford, #1-3159, 26' BW. 6. Have the class make a table of three columns in which they list the jobs open to women before the Civil War, in 1900, and at the present time. Discuss the ways in which American society has been strengthened by working women and what corresponding problems this has created.
NEW INVENTIONS	C. Students will discover that inventions have changed the ways that people live and think.	1. Prepare a chart of "Great American Inventions." You may use the following form:

INVENTION	INVENTOR	DATE	IMPORTANCE
air brake	Westinghouse	1868	Made it easier to stop trains and so prevented many accidents.

2. Show the film, Thomas Edison. #1-31548, 26' BW.

3. Prepare a list of the new industries or occupations that developed in the United States as a result of the use of the automobile. Prepare a similar list for industries that were adversely affected by the rise of this new form of transportation. A list could also be compiled or a discussion conducted regarding social and cultural changes resulting from the invention of the automobile.

4. Students can make drawings of many of the inventions developed in America.

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
NEW INVENTIONS	C. (cont.)	5. Have the class develop a time line of the major inventions and discoveries credited to Americans. 6. Have students make a list of what they consider the most important inventions in American history. They should be able to defend their choices. 7. George Westinghouse and C. F. Kettering were like Edison in having numerous inventions. Have students prepare reports on the life and work of these two men. 8. Have students contribute to a collection of pictures taken from magazines which show recent technological advances. Arrange to have the pictures placed on a bulletin board. Discuss various implications implied. 9. If possible, have students tour some large manufacturing plants and report their observations to the class. They should look particularly for evidences of labor-saving devices.
TRANSPORTATION AND COMMUNICATION	D. The student will relate the effects of industrialization upon transportation and communication.	1. Prepare a chart of the leading inventions in communication following that of the telegraph, as follows:

INVENTION	INVENTOR	DATE	SERVICE
Telegraph	Samuel Morse	1837	Rapid transportation of messages

2. Prepare a chart (similar to the one above) showing some important inventions and their influence on transportation.

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
TRANSPORTATION AND COMMUNICATION	D. (cont.)	3. Read a biography of some famous man whose work has influenced the development of transportation and communication. Make a report to the class. 4. Have students who are artistically inclined do one or more of the following: a. Draw a cartoon illustrating the conflict between the horse and the automobile, or between the train and the automobile. b. Make a diagram of an internal-combustion engine. c. Prepare a poster showing the evolution of railroad, naval, automotive, or aerial transportation in the United States. 5. Have a student present a report contrasting the first automobile race held in this country with a recent one. 6. Have a committee visit a post office to determine the number of local postal employees, the volume of mail, manner of securing employment in the postal system, and the services performed by a local post office. The committee should present an oral report on its findings. 7. Encourage students to debate one of these topics: a. "Resolved, That railroads are rapidly outgrowing their usefulness and should, therefore, no longer receive financial aid from the government." b. "Resolved, That railroads are monopolistic in nature and as such should be owned by the government." Source for background: The Railroad Era, AEP.

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
TRANSPORTATION AND COMMUNICATION	D. (cont.)	8. Have the students complete the first three activities (Geographic Patterns of Manufacturing, The Importance of Manufacturing, and Location of the Metfab Company) from Manufacturing and Agriculture, High School Geography Project.

GOAL 2: THE STUDENT WILL IDENTIFY THE INFLUENCE OF BIG BUSINESS UPON THE GROWTH OF INDUSTRY.

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
TYPES OF BUSINESS ORGANIZATIONS	A. Students will classify the types of business organizations.	1. Have students make a four column chart entitled "Types of Business Consolidation." In the chart they should define each of the following types, give reasons for their creation, objections of small businessmen and consumers, and methods used by government to control abuses: (a) pools, (b) trusts, (c) holding companies, (d) interlocking directorates. See Chapter 23, RISE OF THE AMERICAN NATION or a similar textbook.

	TYPES OF BUSINESS CONSOLIDATION			
	Definition	Reasons for Creation	Objections	Methods of Government Contro
Pools				
Trusts				
Holding Companies				
Interlocking Directorates				

2. Have students who are interested in drawing, prepare cartoon which portray some unfair practice of big business.

3. Have a student prepare an oral report on the activities of Theodore Roosevelt in restricting big business.

4. Let committees study the rise of different industries: oil, steel, rubber, automobile, transportation, and communication.

5. Debate the topic: "Resolved, That big business has eliminated competition from industrial production and the distribution of products."

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
TYPES OF BUSINESS ORGANIZATIONS	A. (cont.)	6. Discuss the relationship between Big Business and government during the Gilded Age.
METHODS FOR IMPROVING PRODUCTION	B. Students will cite examples of technological advances.	1. Have a committee arrange a bulletin board display of magazine pictures and articles which show recent advances in technology. 2. In an oral discussion, have the class compare the following: a. The chief methods of producing goods in 1790 and in 1890. b. The advantages and disadvantages of a specialized factory worker and a handicraft worker of 100 years ago. 3. Ask members of the class to tell how they might have been affected by the introduction of the mechanical cotton picker (a technological advance) if they had been: a. A sharecropper b. A large southern plantation owner c. A consumer of goods made of cotton d. A manufacturer of cotton textiles.
FREE ENTERPRISE	C. Students will recognize that industries in a free enterprise system are both competitive and interdependent.	1. Have a panel discussion to show how each industry helps others. For example, the automobile created a demand for steel products. This created a need for coal, made good roads necessary and so on. Discuss your own community to see how each enterprise is helped by others.

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
FREE ENTERPRISE	C. (cont.)	2. Arrange a display of advertising materials to show the industries in your community or the products produced there. 3. Arrange a picture history of an old or well-established industry. Try to show its founder and stages in its development.
GOVERNMENT'S ATTITUDE	D. Students will describe the goverment's attitude toward business.	1. Whether the United States should engage in business may be considered by the class in relation to some specific production like synthetic rubber, electric power, aluminum, magnesium, copper, atomic power and radioisotopes. The following pertinent questions should be proposed to the class: a. What has the government done in that specific industry? b. Why did the government undertake that action? c. What is the attitude of private business toward that action? d. What results did government action have for consumers? e. What is the present trend--toward or away from such public participation in industry? The class study may culminate in a lively discussion on the merits and disadvantages of government in industry. Some references for this work may include the UNITED STATES GOVERNMENT ORGANIZATION MANUAL, WORLD ALMANAC, Government publications from various agencies, and current magazines.

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
GOVERNMENT'S ATTITUDE	D. (cont.)	2. Organize an informal class debate on Government competition with private business. The government versus private electric power development--like TVA--might be one issue; another, government operation versus private operation of strategic industries. Both sides should be evenly matched in ability. Following the debate, the class should have a discussion to list, analyze and evaluate arguments. 3. Invite a local businessman to tell in what ways his business is regulated by state and federal laws. (minimum wages, occupational licenses, work permits, hiring practices, etc.) 4. A student might report on "The Law to Make Free Enterprise Free," AMERICAN HERITAGE, October, 1960. 5. Dramatize a hearing before a Congressional committee considering a federal law regulating railroads. Select students to represent a delegation of Illinois farmers who will appear before the committee and argue for regulation. 6. Debate the topic: "Resolved, That the government should own and operate the railroads."
TARIFF POLICIES	E. Students will trace the government's tariff policies	1. Prepare a chart of the leading tariffs of our history, as follows:

TARIFF	DATE	PARTY IN POWER	PRESIDENT'S PURPOSE	UP OR DOWN

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
TARIFF POLICIES	E. (cont.)	2. Using a basic history textbook as a reference, compare the attitudes of the Democratic and Republican Parties toward protective tariffs. Explain the difference. 3. Have a committee study the attitudes of agricultural, industrial, and commercial sections toward protective tariffs. Have them present their findings to the class in the form of a panel discussion. Be sure they account for the differences in attitudes. 4. Secure, if possible, a speaker from a financial institution or an export firm who can describe how goods are bought and paid for in international trade. 5. On an outline map show: a. The leading exports of the United States and the regions where they are produced. b. The leading imports of the United States and the countries that produce them. 6. Debate the topic, "Resolved, That the United States should adopt free trade as a permanent economic policy."

GOAL 3: THE STUDENT WILL CITE EXAMPLES OF PROBLEMS ASSOCIATED WITH THE GROWTH OF INDUSTRY.

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
LABOR	A. Students will investigate the role of labor organizations.	1. As the industrial revolution progressed in the United States, significant changes began to develop in the relations between workers and employers. Ask the students to show how the following facts tended to affect the situation: a. Because the new machinery was expensive, firms and corporations replaced individual factory owners. b. Owners frequently lived far away from their factories. c. Factory workers moved to industrial cities. d. Workers had to depend solely on cash income. e. New inventions threw men out of work. f. New inventions created new jobs. A summarizing question might be: Why were individual workers not equal in bargaining power with management? 2. Assign student reports on some well-known American labor leaders: Terence Powderly, Eugene V. Debs, Samuel Gompers, John L. Lewis, Philip Murray, George Meany, Walter Reuther and others suggested by the class. A "Who Am I" quiz may follow the presentation of the reports. Begin with identifications, such as: a. I accused the Communists of the "deliberately planned madness of destroying the American labor program and sabotaging the basic policies of the C.I.O." b. "Though I began life as a coal miner, I am known today as the man who successfully organized the steel industry."

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
LABOR	A. (cont.)	c. "I headed the Knights of Labor and favored settling disputes by arbitration rather than by strikes." d. "I was sent to jail for violation of an injunction in connection with the Pullman Strike in 1894." e. "I began working as a cigar-maker, and I am now remembered as the great organizer of a federation of craft unions." f. "My name suggests to everyone the United Mine Workers of America." 3. To show the role of labor organizations, place the following chart on the chalkboard. It should be completed by the class through the use of a basic history textbook.

LABOR ORGANIZATIONS

Name	Leaders	Aims	Achievements	Reasons for success or failure

4. Have the pupils jot down on paper in two columns the characteristics they would expect to find in a "good" union and in a "bad" union. Make composite lists on the board from suggestions from the class. Ask each pupil to explain why he cited each characteristic as "good" or "bad." Allow time for the give-and-take of discussion. Pupils can talk over the question of limiting union membership and bring out arguments favoring and opposing it. The class should include in its consideration of this topic which union procedures are democratic and which are not.

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
LABOR	A. (cont.)	5. Make a list of the methods employed by labor to secure its goals. In a parallel column list those methods employed by capital in resisting labor's demands. In each column place a check by those methods which you regard as justifiable. 6. Let three committees prepare classroom talks on "The Weapons of Labor," "The Weapons of the Employer," and "Methods of Settling Labor Disputes." 7. Stage a short sketch in which a worker is approached by a union organizer and a company foreman and they argue about whether the worker should join the union. 8. Arrange an interview with someone who belongs to a labor union. Find out what advantages and what disadvantages he finds in being a member. 9. Visit the headquarters of one of the unions active in your community to collect evidence for an oral report on labor activities in the area. 10. Have the class select five personalities for a Labor Organization Hall of Fame. Short biographical sketches of persons nominated could be presented by students, and the class can make the final selections. 11. Have each student make a careful study of one of the major strikes occurring during this century. Have oral reports on the Haymarket riot, the Homestead Strike, etc. Encourage the class to ask questions after the reports. Make sure the following questions are included: a. What methods have been used by the Government to help settle strikes?

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
LABOR	A. (cont.)	b. Is the right of employers and unions to use unlimited periods of time for lockouts and strikes more important than the public health and safety? c. Should all employees have the right to strike? d. What is meant by direct intervention by the President in a labor dispute? 12. Industrialists and labor leaders are becoming more aware of their mutual responsibilities, since both have a stake in the democratic free enterprise system. Neither businessmen nor workers can achieve higher production goals and better living standards without being concerned with their mutual welfare. More and more employees recognize that increased attention on the part of management to employees as individuals can bring about substantial improvements in productivity. Try to get entire class participation in a consideration of this phase of the labor-management topic. Questions to start the class thinking might include: a. How is our democratic free enterprise system opposed to the "class against class" theory? b. Why are workers' organizations an inherent part of democratic free enterprise? c. Why are owners of business, workers, and consumers vitally concerned with better employer-employee relations? d. How may high wages and high profits go together? e. How have American labor and American industry cooperated in promoting our foreign policy? 13. Have a debate on the topic, "Resolved, That the United States was justified in intervening in the Pullman Strike."

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
LABOR	A. (cont.)	14. Ask students to examine newspapers and magazines for stories of a recent strike or union activity, and have them analyze the issues and the role played by the union. 15. Examine current newspapers and magazines for some labor-management disputes now in progress. Report to the class on (a) the cause of the dispute, (b) the contention of each side, (c) the methods used by each side and (d) the efforts towards settlement. 16. If possible, interview an employer and an employee on the subject of the causes and possible future methods of settlement of industrial disputes. What does each desire? 17. Hold a panel discussion on the following topic: Should strikes be outlawed if they cause hardship to the public? 18. Debate one of these topics: a. "Resolved, That all issues leading to strikes should be settled through compulsory arbitration by government." b. "Resolved, That strikes should be forbidden in government defense projects." 19. A culminating activity might be a simulation game, Strike. This deals with late 19th century labor-management relations. 20. Have a panel discussion on the conflicting points of view between President Grover Cleveland and Governor John P. Altegeld, of Illinois, concerning the use of federal troops in the Pullman strike.

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
LABOR	A. (cont.)	21. Make a chart contrasting the hours and conditions of labor now in force, and those in force before the Civil War. Account for the difference. 22. Compare present-day labor problems with those of the late 1800's and early 1900's. Consider the hours, wages, working conditions, and fringe benefits then and now. What changes in constitutional interpretation had to take place before these changes became possible? 23. Have a student draw a "before and after" cartoon showing the conditions or positions of workers before and after labor unions were organized. 24. A quiz program on "What's the Law?" may be used to acquaint pupils with the major provisions of labor legislation. Each pupil may take three laws and write clues for the quiz. A pupil or the teacher may serve as quiz master. Sample clues: Labor unions are not combinations in restraint of trade (Clayton Act). The closed shop is illegal (Taft-Hartley Act). Source for Labor: The Rise of Organized Labor, AEP.

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
WASTE OF NATURAL RESOURCES.	B. Students will describe ways in which our natural resources have been wasted.	1. Secure a speaker, if possible, whose work lies in any of the fields of conservation. 2. Collect pictures showing ways in which our natural resources have been wasted, which could be used to create a bulletin board collage. 3. Have students who are artistically inclined make a poster which contins a plea for the conservation of our natural resources. 4. Show the documentary film, The River, #1-30760, 32' BW. 5. In two columns headed "Acts" and "Provisions," list the chief legislative enactments which have promoted the conservation movement. 6. Debate the topic: "Resolved, That the problem of conservation has been overestimated in the light of probable future scientific progress." 7. Have each student make a list of the ways in which he sees our resources being wasted in everyday life. 8. Invite a representative of Florida Power & Light Company in to discuss the dilemma of the preservation of nature in view of increased power demands. 9. A bulletin board may be prepared to show private conservation practices. Under the title "They Practice Conservation," pupils should find clippings, pictures and advertisements describing appropriate activities. Lumber companies, for example, in their advertising, often stress the importance of conservation. Include as many examples as possible of past and present conservation practices.

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
WASTE OF NATURAL RESOURCES	B. (cont.)	10. Have students play the simulation game, Balance. This deals with the balance of the environment and industry.
BIG BUSINESS PRACTICES	C. Students will identify ways in which big business grew.	1. Have students discuss the practices of big business as applied by Andrew Carnegie and John D. Rockefeller. Cite reasons for their success through the following: a. Science and technology b. Hiring men with the best minds and abilities c. Price agreements d. Expansion during depressions e. Vertical and horizontal combinations f. Ruthless domination of industry A good source is A NEW HISTORY OF THE UNITED STATES. pages 372-77. 2. Discuss Rockefeller's agreement with the railroads by which Standard Oil received rebates and drawbacks. What was wrong with this agreement? Why did the railroads grant Rockefeller such terms? 3. Have students study diagrams of vertical and horizontal consolidations and write an explanation of each type of organization. A sample diagram can be found on page 390 of HISTORY OF A FREE PEOPLE.
PERIODIC DEPRESSIONS	D. Students will describe the stages of the business cycle.	1. Have students prepare a chart showing the four stages of the business cycle and note the distinguishing features of each stage.

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
PERIODIC DEPRESSIONS	D. (cont.)	2. Have a committee secure information about the business crises of 1837, 1873, and 1893. In its report to the class the committee should note the cause of each crisis and the consitions prevailing during each period. 3. Make a graph to show the size of the national debt at five-year intervals from 1915 to 1970. Suggest explanations for increases and decreases in the debt. A good source is the WORLD ALMANAC.
MONEY, CREDIT, AND BANKING	E. Students will describe the various kinds of United States money.	1. Obtain a speaker who can explain the various kinds of United States paper money and their uses, methods of replacing worn-out money, and ways of detecting counterfeit money. 2. Obtain information concerning the making of paper money in the Bureau of Printing and Engraving. Report the results of your investigation to the class. 3. Invite a member of the Florida Association of Bankers in to discuss the role of money in the American Society. 4. Have a student give a report about the organization and functions of the Federal Deposit Insurance Corporation. 5. On an outline map of the United States, have students indicate the regions and the cities where the Federal Reserve Banks are located. 6. Have a student present an oral report on some common substitutes for money.

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
THE FARMER	F. Students will suggest problems confronting the farmer.	1. Discuss the problems unique to the farmer: forces of nature, need for large amounts of capital, up-to-date knowledge, loneliness, prairie fires, etc. 2. Give reasons why you would agree or disagree with the following statement: Commercial farmers might argue that because of the nature of their problems they deserve more government aid than other groups. 3. Arrange a picture exhibit on the development of farm machinery. 4. Have a student give an oral report citing some specific examples of how science has helped the farmer. 5. Make a two-line graph showing the value of the exports of agricultural products and of manufactured articles for each 10-year period from the Civil War to the present time. 6. Make separate graphs showing the per cent of people living on farms for each 10-year period from 1800 to the present, the number of acres in farms, and the value of agricultural products. Account for significant changes. (consult the WORLD ALMANAC.) 7. Investigate government aid to farmers: the reason for it, its effectiveness, and the equity of its distribution. 8. Students might simulate the Game of Farming from Manufacturing and Agriculture to better understand the farmer's plight.

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
THE FARMER	F. (cont.)	9. Decide what inventions have reduced the farm population from 95 per cent to seven per cent but still allow for food surpluses. What technological advances will further reduce the need for the small farmer? 10. On an outline map of the United States indicate the principal agricultural regions and the leading crops of each region. Discuss the topic of agricultural interdependence.

GOAL 5: THE STUDENT WILL RELATE THE SOCIAL EFFECTS OF INDUSTRIALIZATION TO CONDITIONS IN AMERICA TODAY.

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
RISE OF CITIES	A. Students will account for the growth of cities.	1. List some inventions on the chalkboard such as typewriter, electric light, telephone, canned food, refrigerated freight car, and subway train. Ask the students to explain how these inventions made modern city living possible. 2. Ask two students to prepare a sketch on this situation: A farmer about to move to the city gives arguments to persuade his wife to move. A second student gives the opposing arguments. The students could refer to Chapter 24 of Rise of the American Nation. 3. Conduct a panel discussion on ways in which American life has changed during industrialization.
BENEFITS TO INHABITANTS	B. Students will recognize some social benefits of industrialization.	1. Make a table of the philanthropies established during this century by the industrial leaders of the United States. 2. Have a panel discuss the statement: "The industrial revolution brought increased freedom to the individual." 3. Let some students imagine they were put in charge of a millionaire's philanthropic trust fund. How would they employ it for public good? They might read "The Man Who Gave Away Rockefeller's Millions" in the April 1955, issue of American Heritage.

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
PROBLEMS OF URBANIZATION	C. Students will investigate problems of urbanization.	1. Have students secure information regarding some of the important problems that confront their community. Are they old or new problems? What caused them? What is being done to solve them? Make a report on your findings, and use it as a basis for a class discussion. 2. Have a committee investigate the effect industrialization has had on education. 3. Have a committee report on what the federal government is doing now to improve housing conditions in cities.
INFLUENCE OF IMMIGRANTS	D. Students will recognize the influence of immigrants.	1. Have committees study both the contributions and the problems of different immigrant groups in the United States. 2. Have each student report on an important contribution to America that was made by an immigrant. Examples: a. Telephone--Bell b. Electrical, research--Steinmetz c. Linotype--Mergenthaler d. Bridges--Roebling e. Helicopter--Sikorsky 3. Have students interview a friend or relative who is a naturalized citizen. Find out what he had to do in order to become naturalized. Get his impression of his adopted country. Report on your interview to the class.

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
INFLUENCE OF IMMIGRANTS	D. (cont.)	4. Conduct a class discussion on changes in the immigration policies of the United States. The following outline will help in planning the discussion: I. Policy of Welcoming, 1789-1875 A. Need for settlers B. Fares for steamship lines C. Need for railroad laborers D. Desire to sell land E. Lure of land ownership (Homestead Act) F. Need for workers in industry II. Policy of Selecting, 1875-1882 A. Keeping out undesirables 1. Criminals 2. Paupers 3. Anarchists 4. Handicapped B. Making steamship companies liable III. Policy of Restricting, 1882 to the present A. Chinese Exclusion Act B. Emergency Quota Act C. Lodge-Johnson Act D. National-Origins Act E. Displaced Person Act F. McCarran Act (Consult World Almanac for acts not listed in your history texts or other sources.)

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
INFLUENCE OF IMMIGRANTS	D. (cont.)	5. Chart the rise and fall of immigration from 1790 to the present time. Discuss the factors for the rise and fall of the number of immigrant groups during the major periods of American immigration. 6. Draw on an outline map of the world the lines of emigration from the European countries of origin to America. On each line (or in a key) list the main reason for emigration from each country. 7. Read one of the following books that deal with conditions under which newcomers to our country lived and write a report stating your impressions: a. Twenty Years at Hull House, by Jane Addams b. The Promised Land, by Mary Antin c. How the Other Half Lives, by Jacob Riis 8. Prepare a class dramatization of a Congress considering the passage of a law restricting immigration to the United States. Have two groups prepare the arguments for and against the law. Source for immigrants: The Immigrant's Experience, AEP

GOAL 5: THE STUDENT WILL PROPOSE REFORMS TO CORRECT SELECTED PROBLEMS OF INDUSTRIALIZATION.

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
BIG BUSINESS	A. Students will propose causes for actions taken by groups during the industrial revolution and the effects of that action, then and now.	1. Arrange an interview with a businessman, farmer, or professional person, to discover what changes have taken place in his or her field over the years. Examine the problems that have resulted and the solutions that have been proposed to solve them. Write an account of this interview. 2. Talented students may draw two contrasting cartoons, one showing the machine as viewed by a technologically unemployed worker; the other showing the machine as viewed by the factory owner. 3. Have the students develop a working definition of each of the following terms: a. Proprietorship b. Partnership c. Corporation d. Pooling e. Trust f. Rebates g. Watered stock h. Vertical and horizontal combination 4. Discuss what should be the limits of control by the government on American business. 5. Have the students show the part played by each of the following in establishing the American capitalist system: a. Free enterprise b. Free markets c. Profit motivation d. Economic freedom of choice, enterprise and contract e. Competition

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
BIG BUSINESS	A. (cont.)	6. Identify what type of businesses fit the following: a. Single proprietorship b. Partnership c. Corporation 7. Do research on these problems: a. Examine the history and organization of some large business combination that interests you. Use your findings as a basis for a report to the class. b. Secure information regarding the organization and powers of the Florida Public Service Commission. Report your finding to the class. 8. Write an essay on one of the following topics: a. Dependence of the modern community on the products of big business. b. The harmful aspects of big business c. Rise and decline of the trusts.
AGRICULTURE AND THE FARMER	B. Students will examine railroad abuses.	1. Discuss the railroad abuses against the farmer and the farmer's attempts to fight back. 2. In a class discussion, consider whether railroads were natural monopolies. Have technological abuses changed the situation? Were the Granger laws fair and just to all concerned? Can you suggest any other way the farmer might have had to deal with the railroad abuses?

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
WORKING CONDITIONS	C. Students will propose the need for reforms in labor and urban society.	1. Most companies have installed machines which do the work that once required the labor of many men. In fact, machines are being used more and more, and many men have lost their jobs because they are no longer needed. If you owned a company and could replace 100 workers by installing a machine, you could probably cut your cost quite a bit. But what would you do about the workers whose families depend upon them for support? Do you think the government should support programs for retraining workers who have been replaced by machines? Why? Why is getting an education so much more important today in getting a job than it once was? 2. Have artistically inclined students draw cartoons illustrating: a. Effect of unemployment on the worker b. Effect of unemployment on the community c. Menace of industrial accidents d. Specter of occupational diseases 3. Have a committee secure information concerning the Federal Social Security Act and the different programs involved in that Act. Each member of the committee should take some special program for this cooperative study and use his findings as the basis for a class discussion.
CHILD LABOR LAWS		4. Have students debate the topic, "Resolved, That children who are not dependent upon their own efforts for support should be forbidden to enter gainful employment."

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
CIVIL SERVICE		5. Discuss these questions: a. How can an employer provide job security, yet protect himself against incompetency? b. What effect did the assassination of President Garfield have upon the development of Civil Service reform?
PUBLIC HEALTH AND HOUSING		6. Students can investigate the provisions made by your local government to protect the public health. In your report to the class show how these provisions represent progress. 7. Have students draw cartoons illustrating: a. Relation between poor housing and disease. b. Relation between poor housing and crime. c. Social progress through improved housing.
EARLY REFORM	D. Students will examine early reform efforts.	1. Prepare a report on one of the following: a. Norris' The Octopus b. Sinclair's The Jungle c. Tarbell's History of the Standard Oil Company d. Baker's The Reign of Lawlessness e. Adam's The Great American Fraud f. Steffen's The Shame of the Cities g. Phillips' Treason of the Senate h. Lundberg's America's Sixty Families

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
LATER REFORM EFFORTS	E. Students will recognize the influence of writers in helping Americans to become aware of problems and influencing them to take decisive action.	1. Read and review Ralph Nader's book, Unsafe at Any Speed. Discuss the affect the book has had on the automobile industry. What other activities has Nader been engaged in? 2. Read several magazine articles listed in the Readers' Guide to Periodical Literature which discuss recent reform efforts. 3. Have each student cite a social ill caused by industrialization. What is his suggestion for reform?

MATERIALS:

1. RECOMMENDED BASIC TEXTUAL AND OTHER MATERIALS:

No specific text is recommended. Most United States history texts would be adequate.

2. ALTERNATE STUDENT AND CLASS MATERIALS:

A. Textbooks

*Allen, Jack and Betts, John L. History: USA. New York: American Book Co., 1971.

Bragdon, Henry W. and McCutchen, Samuel P. History of A Free People. New York: The Macmillan Co., 1964.

Canfield, Leon H. and Wilder, Howard B. The Making of Modern America. Boston: Houghton Mifflin Co., 1964.

*Fenton, Edwin, ed. A New History of the United States. New York: Holt, Rinehart and Winston, Inc., 1969.

*Freidel, Frank and Drewry, Henry N. America: A Modern History of the United States. Lexington, Mass.: D. C. Heath and Co., 1970.

Frost, James A.; Brown, Ralph Adams; Ellis, David M.; and Fink, William B. A History of the United States: The Evolution of a Free People. Chicago: Follett Publishing Co., 1968.

Graff, Henry F. and Krout, John A. The Adventure of the American People. Chicago: Rand McNally and Co., 1970.

*High School Geography Project, Unit 2, Manufacturing and Agriculture. New York: Macmillan Co., 1969.

*Schafer, Boyd C.; McLemore, Richard A.; and Augspurger, Everett. A High School History of Modern America. River Forest, Illinois: Laidlaw Brothers, 1970.

*Schafer, Boyd C.; McLemore, Richard A.; and Augspurger, Everett. United States History for High Schools. River Forest, Illinois: Laidlaw Brothers, 1970.

Todd, Lewis Paul, and Curti, Merle. Rise of the American Nation. New York: Harcourt, Brace and World, Inc., 1969.

*State Adopted

B. Paperbacks

Harvard Social Studies Project. The Immigrant's Experience: Cultural Variety and the "Melting Pot". Columbus, Ohio: American Education Publication, 1967.

_____. The Railroad Era: Business Competition and the Public Interest. Columbus, Ohio: American Education Publication, 1967.

MATERIALS: (cont.)

B. (cont.)

_____. The Rise of Organized Labor: Worker Security and Employer Rights. Columbus, Ohio: American Education Publication., 1967.
Greenleaf, William. The Making of Industrial America 1840-1900. New York: The Macmillan Co., 1969.

3. AUDIO-VISUAL MATERIALS:

A. Filmstrips

Americans All. McGraw-Hill Book Company.
Agricultural Revolution. Young America Films.
Automation: Promise or Threat? 1 part with sound. Guidance Associates.
Bell, Alexander Graham. Pictorial Events.
Changes in American Life, 1865-1920. Society for Visual Education, Inc.
Department of Agriculture. Young America Films.
From Foreign Lands. Informative Classroom Picture Publishers.
Gompers, Samuel, Man of Labor. AFL-CIO Department of Education.
Growth of the Labor Movement, The. 2 parts with sound. Guidance Associates.
Industrial Revolution in America, The. 2 parts with sound. Guidance Associates.
Natural Resources--Key to America's Strength. New York Times.
Products and Industries. (A series of 18 filmstrips.) Young America Films.
Social and Cultural Developments. Young America Films.

B. Motion pictures available through the Dade County Educational Media Center

Americans All. March of Time. 16 min. B & W. (1-10142).
Ballad of the Iron Horse. New acquisition.
Beginnings and Growth of Industrial America. Coronet. 11 min. Color. (1-05381).
Capitalism. Coronet. 10 min. B & W. (1-00391).
Cities and How They Grow. EBEC. 11 min. B & W. (1-00333)
City, The. MuNodArt. 30 min. B & W. (1-31303).
Combustion Engines: How They Work. Coronet. 11 min. B & W. (1-03518).
Development of Communication. EBEC. 11 min. B & W. (1-05449).
Development of Communications. EBEC. 11 min. B & W. (1-03545).
Drilling for Oil. Pat Dowling. 22 min. Color. (1-11412).

MATERIALS: (cont.)

B. (cont.)

Edison, Thomas. Wolper. 26 min. B & W. (1-31549)
Ford, Henry. Wolper. 26 min. B & W. (1-31549)
Golden Age of the Automobile. (72-70815).
Immigration in America's History. Coronet. 11 min. Color. (1-00381).
Inventions in America's Growth: 1750-1850. Coronet. 11 min. B & W. (1-05372).
Inventions in America's Growth: 1850-1910. Coronet. 11 min. B & W. (1-05391).
Northeast Farm Community. Indiana University. 15 min. Color. (1-11476).
Oil: The Invisible Traveler. Shell Oil. 19 min. Color. (1-13225).
Railroad Builders, The. EBEC. 14 min. Color. (1-10417).
River, The. UW. 32 min. B & W. (-30760).
Steel. Almanac. 11 min. B & W. (1-04071).
Steam Age, The. EBEC. 17 min. Color. (1-10404).
Story of a City: New York. Simmel-Mes. 20 min. B & W. (1-12242).
Story of Money. IFB. 16 min. B & W. (1-10188).
Transportation in the United States. McGraw-Hill. 17 min. B & W. (1-10405).
What is a Corporation? Coronet. 10 min. B & W. (1-05597).
What is Money? Coronet. 10 min. B & W. (1-00400).

C. Transparencies available through the Dade County Educational Media Center

Industrialization of the United States. Nystrom. Set of five statics. (2-30101).

D. Simulation Games

Strike, Interact
Balance, Interact